

## B2: The reigns of King Richard I and King John, 1189–1216

Question	
<b>5 (a)</b>	Describe <b>two</b> features of knight service in the years 1189–1216.  <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• <i>The knight held land in return for completing military service for a lord (1). Service was a specified number of days per year (1).</i></li><li>• <i>He had to help the Lord if he was imprisoned (1) and would help to raise a ransom in order to free the Lord (1).</i></li><li>• <i>He had to accompany the Lord (1) and this would thus increase his power and importance (1).</i></li></ul> Accept other appropriate features and supporting information.	

Question		
<b>5 (b)</b>		<p>Explain why there were anti-Jewish pogroms in 1189–90.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• moneylending</li> <li>• the coronation of Richard I</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

### **Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Jews played a disproportionate role in moneylending because religious dogma prevented Christians from engaging in it, and many important people were in debt to Jews.
- The death of Aaron of Lincoln, who was allegedly the richest man in England, highlighted the enormous wealth of some Jews and provoked resentment.
- There were superstitions about Jews attending a Christian coronation service and this provoked antipathy and fear.
- There were rumours of Richard's displeasure at their attendance at his coronation and some felt it necessary to try to please him, and so attacks began in London.
- After the outbreak of violence in London, attacks spread and these culminated in the York pogrom.
- The crusades had contributed to anti-semitism; these had created a perception that Jews were infidels who had to be dealt with.

Question		
5 (c) (i)		<p>'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• war against Philip II of France</li> <li>• Richard I's ransom</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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Relevant points which support the statement may include:

- Normandy was always seen the most important part of the lands owned by William and his successors – even to Richard and John – and so its loss was a significant blow.
- The loss of Normandy had a serious impact on many of the nobility, who had previously held land on both sides of the channel; they were now forced to choose between England and Normandy.
- Richard spent the final five years of his reign fighting Philip II in France, and it took huge amounts of money – in particular in relation to the cost of building Chateau Gaillard.
- John continued to fight Philip II for Normandy, and this caused financial problems and led to unpopular impositions throughout his reign.

Relevant points to counter the statement may include:

- Richard exploited streams of revenue in order to raise money for the crusade, and so began financial problems for the country that would continue.
- A consequence of involvement in the crusade was that Richard found himself hostage and England was forced to raise a huge ransom for him in 1194.
- War meant Richard was often absent and this caused great uncertainty and resentment among leading figures.
- War brought to a head the succession issue, which forced John's hand with his nephew Arthur.

Question		
5 (c) (ii)		<p>'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• taxes</li> <li>• loss of land</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>
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Relevant points which support the statement may include:

- Taxes were needed to raise revenues for foreign ventures – scutage raised more than previous monarchs; taxes, such as tallage, incurred resentment and caused barons to oppose John openly.
- John continued to levy carucage, a land tax, and this displeased the barons.
- John had used inheritance 'fines' to raise money from the barons, and while the principle of such payments was accepted, the amounts demanded were far in excess of what was considered fair.
- The need to raise money to pay Philip of France after the defeat at Bouvines was the last straw for many barons.

Relevant points to counter the statement may include:

- Tension had been evident in 1212 with the plot against John and open opposition from several northern barons.
- Anjou, Maine and Poitou had been lost – this created bad feeling towards John, who was seen as incompetent and barons were unhappy about John's losses in foreign campaigns because of their attendant loss of status in England.
- The defeat at the Battle of Bouvines was a major humiliation, increasing the discontent of the Barons with John's rule.
- Some barons (for example Fitzwalter), had selfish aims and sought to increase their own personal power at the expense of the crown.